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ABSTRACT

Our society has many misconceptions or stereotyped ideas about elderly people. These stereotyped ideas have from time to time been reflected in literature for both adults and young people. It is the purpose of this course to make secondary level students aware of the stereotyped ideas commonly held about the elderly and to enable them to recognize these stereotypes when they occur in literature. Students will also be made aware of the harm done to the elderly and society in general by the perpetuation of these stereotypes. Finally, students will realize that the elderly do not conform to stereotyped ideas and that there are non-stereotyped portrayals of the aged in literature. Content and/or procedures, instructional materials, and evaluative criteria are included. (Author/KA)

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STEREOTYPING OF THE ELDERLY IN
LITERATURE, TELEVISION, AND FILMS

by Joyce Patterson

CG 013037

COURSE TITLE: STEREOTYPING OF THE ELDERLY
IN LITERATURE, TELEVISION AND FILMS

GRADE LEVEL: Recommended level for use in grades 7 - 12. This material could be used with highly motivated students in junior high and senior high school. It can be used as a short course of 6 weeks or divided into separate units for shorter periods of instruction.

I. INTRODUCTION

Our society has many misconceptions or stereotyped ideas about elderly people. These stereotyped ideas have from time to time been reflected in our literature for both adults and young people. When this happens these novels, plays, or short stories serve only to reinforce the already misinformed ideas our young people may have about the aged. They reinforce the tendency to view the elderly as a group all having the same rigid traits and interests and not as individuals. They also influence the way in which young people believe the elderly should be treated and how the young person himself will approach his own aging.

Many authors, however, have used their art to combat commonly held stereotyped views of the aged. Their words of literature can be used as powerful forces in educating the young readers to recognize the elderly person as an individual with individual likes, desires, and fears just as each of them is an individual with his own particular fears, likes, and desires.

II. DEVELOPMENTAL OBJECTIVES

A. It is the purpose of this course to make students aware of the stereotyped ideas commonly held about the elderly and to enable them to recognize these stereotypes when they occur in literature. Along with the above, students will be made aware of the harm done to the elderly and to the society in general by the perpetuation of these stereotypes.

It is also the purpose of this course to make students aware that the elderly do not conform to the stereotyped ideas of them any more than do the individuals of other stereotyped groups. Students will be expected to be able to recognize non-stereotyped portrayals of the aged in literature.

The course will therefore enable students to:

1. understand the concept of stereotyping,
2. become aware of many of the commonly held stereotypes,
3. be able to recognize stereotypes when they occur in literature or elsewhere as in the media,
4. understand and be able to discuss the fallacies and dangers of stereotyping,
5. be made aware of the commonly held stereotypes about the elderly
6. be able to recognize stereotyped depictions of the aged in literature,
7. be able to recognize non-stereotyped, three-dimensional portrayals of the elderly in literature,

8. be able to understand the merits of literature depicting the elderly as individuals as well as the harm done by aged stereotyping in literature.

III. CONTENT AND/OR PROCEDURE

The students will spend the first week or so of the course mastering the concept of stereotyping. They will work with commonly held stereotypes such as racial, nationality group, occupational and sexist stereotypes. The stereotyping of the aged will be mentioned during this part of the course but will not be emphasized.

After the students have mastered the general concept of stereotyping, they will read a few selections of literature containing various examples of stereotyping. They will work on being able to recognize these stereotypes and on being able to understand the fallacies of stereotyped thinking.

The students will then be introduced to the stereotyped views held about the elderly. They will spend a week or so becoming acquainted with these stereotypes and their own feeling about the elderly.

The students will spend the rest of the course except for a short evaluation period at the end reading, examining, and evaluating the role of the elderly in short stories, novels, excerpts from novels, and plays. They will read literature in which the elderly are stereotyped or in which major characters view the aged in a stereotyped fashion. They will also read literature in which the elderly are portrayed in non-stereotyped ways and in which other characters view them as useful, valuable individuals.

The students will spend the end of the course evaluating their understanding and recognition of agist stereotypes. They will also assess the merits of the literature portraying the elderly as productive individuals against the literature

depicting them in a stereotyped manner or as being treated in that way. And they will reevaluate and express their own feelings about the elderly. Have their feelings changed? If so, how?

IV. INSTRUCTIONAL MATERIALS

Instructional materials will include:

- A. short stories,
- B. novels,
- C. films,
- D. records,
- E. plays,
- F. sound filmstrips,
- G. magazines,
- H. newspapers,
- I. a phonotape,
- J. videotape presentations if available,
- K. students' own television sets,
- L. values clarification ideas and materials,
- M. and a poem.

V. EVALUATIONS

The evaluations can be varied:

- A. tests on individual pieces of literature and films,
- B. tests on understanding stereotypes
- C. and values clarification exercises.

UNIT TOPIC: THE INTRODUCTION TO THE CONCEPT OF STEREOTYPING

I. INTRODUCTION

Students will be introduced to the concept of stereotyping and explore this concept in literature.

II. OBJECTIVES

A. It is the purpose of this part of the course to acquaint students with the concept of stereotyping. They will be made aware of what it means to have a stereotyped view of someone, or something. They will become acquainted with some commonly held stereotypes including that of the elderly person.

B. They will be able to identify stereotypes in a few selected pieces of literature.

C. They will be made aware of their own stereotyped ideas and the fallacies involved in such stereotyped thinking. They will become aware of the harm that is done to persons because of stereotyped thinking.

III. CONTENT AND PROCEDURE (MATERIALS ARE INCLUDED IN THIS SECTION)

A. Students can be introduced to the concept of stereotyping by several means.

1. Present students with a list of ten or so statements each expressing a commonly held stereotype. Have students write "yes" on a sheet of paper if they agree with the statement, "no" if they disagree, or "uncertain" if that is the case. Either dictate the statements to the students or supply each with a written list of them. If the latter is done the students might write their response on that paper. Below are ten statements that might be used.

- a. Scottish people are stingy.
- b. Englishmen are reserved, polite, and unemotional.
- c. Old people are ill-tempered.
- d. Hippies are lazy and dirty.
- e. Long haired persons are radicals.
- f. Marijuana is more dangerous than alcohol.
- g. Italians are hot-tempered.
- h. Parents have old fashioned ideas and don't understand their children.
- i. All babies are cute and cuddly.
- j. Jewish people are money-grabbing and stingy.

After students have answered the questions, a discussion on their answers should follow.

2. Present students with pictures of five different people each seemingly representing a particular character type. Read them descriptions of five different kinds of people and have them match each description with the picture they feel it describes. After students have finished, discuss why they made the choices they did. The pictures might be drawn by the teacher or by an artistic student or be taken from magazines. The pictures could be presented to the class on an overhead projector, or if large enough be held up for the class to see by the teacher or displayed on a bulletin board. Below are five examples of pictures that might be used.

- a. a heavy set, happy looking person
- b. a cowboy with a white hat
- c. a dark haired man with a dark handlebar mustache and thick dark brows

d. a hillbilly

e. a well-dressed, well-groomed man or woman

Below are five descriptions that students might match with the above pictures.

a. This person is a happy, jolly person. He or she laughs a lot and has a good sense of humor.

b. This person will always help anyone who is in trouble. He always stands up for what he believes is right and is liked and respected by his family and friends.

c. This person has made himself or herself a success. He or she has money, position and wealth. He or she has excellent manners and poise.

d. This person is not to be trusted. He or she would do almost anything to further his or her own interests to accomplish what he or she wanted.

e. This person has not been successful, but is poor and rather shiftless. He or she lacks sophistication and good manners.

3. Have students view the sound filmstrips Prejudice I and II. These are published by Guidance Associates of Pleasantville, New York. These filmstrips introduce and examine a wide range of literary responses to stereotyped thinking and explore reactions to stereotypes of women, of youth and of the elderly. A discussion or written assignment on the material covered in the filmstrips should follow.

4. Ask student five or more questions like the samples below. Have the students answer the questions on the left of a piece of paper they have folded in half lengthwise. Below are five sample questions.

- a. Is it safer to live in the country or in a big city like New York?
- b. Would you rather pick up a snake or a squirrel?
- c. Would you rather eat chocolate covered ants or chocolate mousse (a sweet French dessert)?
- d. Would you rather be a young adult or an elderly person?
- e. Would you rather live in Russia or Canada?

Students might be given the option of answering "neither" or "no choice" to any of the questions or they might be required to choose one of the two options offered in the questions. When the students have written their choices on the left side of the paper, have them answer the following sample questions on the right side of their papers.

The following questions are based on the ones above.

- a. Have you ever lived in either a large city like New York or in the country?
- b. Have you ever picked up either a snake or a squirrel?
- c. Have you ever eaten chocolate covered ants or chocolate mousse?
- d. Have you ever experienced being a young adult or an elderly person?
- e. Have you any experience living in either Russia or Canada?

Some students will answer yes to a few of the questions, but most will not. Discuss why they made the choices they did. The teacher may want to start with a show of hands and proceed from there to the discussion of their answers.

5. After the concept of stereotyping has been introduced and understood by the students, the teacher and the students should work out a definition of a stereotype and of what it means to indulge in stereotyped thinking. The following are some sources which have definitions of a stereotype and of stereotyped thinking.

- a. The section on stereotypes in high school or college sociology text books.
- b. Focus (an eighth grade anthology of short stories and reading exercises) Scott, Foresman and Company, 1969, pp. 272-275.
- c. "The Concept of Old: Changing Attitudes and Stereotypes," The Gerontologist, Vol. II, pp. 226-230.

B. Follow-up exercises and activities.

1. Have students list as many stereotypes as they can think of. Have them share their lists with the rest of the class and discuss why they included the ones they did.

Have students choose or help them choose five stereotypes from their lists and have them research the origins of these stereotypes in the library. They should each prepare a written theme of their findings. The school librarian will be able to give the teacher an idea of materials that are available in the library. When the assignment is over the students should share their findings with their classmates either by giving reports to the whole class or in small group discussions.

2. Have students watch television for several nights and list at least five stereotyped portrayals of persons appearing in commercials. Have them write beside each stereotype two or three sentences explaining.

why they think they have found an example of a stereotype. They might also do this for television programs. Have them share their findings with the rest of the class and defend their choices.

3. Have students check through magazines at home, in the library, or in ones supplied by the teacher for examples of stereotypes. The advertisements would be good sources. If the magazines they are using may be cut up, have them cut out five examples of stereotyped people, mount each on heavy paper and write below their pictures two or three sentences telling the stereotype. If the magazines may not be cut, have them list five stereotypes that they found, tell what advertisement, story, or article each came from, and write two or three sentences explaining why they think each is an example of a stereotype.
4. Have students listen to selections from the phonotape Prejudice and You by John F. Raymond. This phonotape is available at Bierce Library, University of Akron. The following sections of the tape contain pertinent material.
 - a. "Lazy Bones" contains a test on stereotypes.
 - b. "Sugar and Spice" deals with the stereotyping of women.
 - c. "What's in a Name" deals with the stereotyping of Jewish people.
 - d. "City Slickers and Country Bumpkins" deals with the stereotyping of city and country people.
 - e. "Turning Tables" treats the stereotyping of old people.
 - f. Several other sections, "How the West Was Won" and "Unpopularity Contest" might also be worthwhile.

Discussions or written exercises on the stereotypes portrayed in the selections should follow the use of any of them.

5. Have the students look at one or two films dealing with stereotyping and prejudice. Following is a list of pertinent films.

- a. People (Aims, 1969) 11 minutes. Available from the Audio Visual Department of the Akron Public School System.
- b. The Brotherhood of Man (Brandon, 1946) Available from the Audio Visual Department of the Akron Public School System. It is an animated film showing that differences between peoples are superficial. 10 minutes.
- c. Crow Boy (Weston Woods, 1971) Available through the Audio Visual Department of the Akron Public School System. It treats prejudice against orientals. 15 minutes.
- d. Black and White (BFA, 1969) 35 minutes. Available through the Audio Visual Department of the Akron Public School System. This film treats stereotyping of and prejudices against black people and explores what things can be done about these tendencies.
- e. Masculine and Feminine: Your Role in Society (Coronet, 1971) 19 minutes. Available from the Akron Public School System. This film explores the stereotyped roles of men and women in our society.
- f. To Be a Man To Be a Woman (Billy Budd, 1970) Each film 14 minutes. Available from the Akron Public School System. These are two different films of live interviews that serve to tear down sexist stereotypes.

Students should discuss the stereotypes in the films they are shown, or do written work on identifying and describing them.

6. Following is a list of short stories that contain stereotyped characters.

- a. "Nancy," Elizabeth Enright, from her book The Moment Before the Rain, Harcourt Brace and World, Inc. and A. M. Heath and Company, Ltd. Stereotyping of polite genteel people.
- b. "A Loud Sneer for our Feathered Friends," Ruth McKenny from My Sister Eileen, Harcourt, Brace and World, Inc. and Curtis Brown, Ltd. Stereotypes people who run summer camps and the kind of young people that enjoy them.

- c. "The Story Teller," H. H. Munro from The Short Stories of Saki, Viking Press, Inc. and The Dodley Head, Ltd. This story carries an example of a stereotype of an overly proper, supercilious adult, an aunt, dealing with small children.
- d. "The Beginning of Wisdom," Rachel Field, The Crowell-Collier Publishing Company and Curtis Brown, Ltd. This story shows how rich people stereotype the poor.
- e. "Rip Van Winkle," Washington Irving, stereotypes the henpecked husband and the kind of wife who would do this.
- f. "Spoil the Child," Howard Fast, Copyright 1938, Paul R. Reynolds, Inc. This story deals with stereotyped views of the roles of males and females.
- g. "Brightside Crossing," Alan E. Nourse, from Tiger by the Tail and Other Science Fiction Stories, Galaxy Publishing Company. This story depicts a stereotyped explorer.
- h. "The Slap," Mildred Lee from The Rock and the Willow, Lothrop Lee and Shepard Company, Inc. In this story the rich, bright, snotty girl is stereotyped.

The teacher might want to choose one or so of the above short stories to have the students read or choose stories from the short story anthologies being used by the class. The students, after reading their stories, would discuss the stereotyped characters or do written exercises of the teacher's choice.

- 7. Following are some novels with stereotyped characters from which the students might read excerpts or read for extra credit projects.
 - a. Year of the Cafeteria by Mary A. Walker contains subtle racial stereotyping.
 - b. Matchlock Gun by Walter D. Edmonds contains some stereotyping of Indians. Dodd Mead and Company.
 - c. Yankee Doodle Cousins, Ann Malcolmson, contains a story about John Henry by Robert McCloskey that stereotypes the all-brawn-no brains male and contains racially stereotyped language. Houghton Mifflin Company.
 - d. Caddie Woodlawn by C. R. Brink contains stereotyping of Indians and of the female role. MacMillan.

- e. City Boy by Herman Wouk in the "Herbie's Ride" section contains stereotyping of camp directors, principals, camp directors, and the handsome, athletic, but stupid high school hero.
8. The following two plays have stereotyped characters.
- a. Sunday Costs 5 Pesos by Josephina Niggle. Samuel French, Inc. Red heads have hot tempers.
 - b. The Golden Axe by Ralph Scholl stereotypes the scheming, avaricious young widow. From The Best Short Plays of 1957-1958.

IV. EVALUATION

When the teacher feels that the students have mastered the concept of stereotyping, can define it, tell what is harmful about it, and have explored it in a few stories and films, the students should be tested on their mastery of this concept. This can be done in various ways. Following are a few suggested evaluations procedures.

A. Have each student write the definition of a stereotype and give five or so examples of commonly held stereotypes. Have them write several sentences under or beside each example they give explaining why they believe that example is a stereotype.

B. Have the students write five or so short descriptions of stereotyped characters. At the end of each description have them write what stereotype they have been describing and list the traits and actions they used to show that their character is a stereotype.

C. Supply the students with a list of ten or more characters from the literature they have read or the films they have watched and ask them to write down which ones were stereotyped characters and why.

D. Read or supply the students with a list of ten or so descriptions of persons some stereotyped and some not. Have the students write which ones they think are stereotypes and why.

E. Have students write a short theme on why it is unfair and often harmful to people to think of them in stereotyped ways.

F. End this section with some values clarification activities.

1. Have each student write ten sentences beginning with I have learned. . . or I have discovered. . . and ending each with something they have learned about stereotypes and stereotyping.
2. Have students form a large circle and have each one share with the rest his answers to the following questions.
 - a. What have you learned about stereotyping people?
 - b. What stereotyped ideas did you find you had?
 - c. Which of your views were you surprised to find were stereotyped?
 - d. In what ways are stereotypes unfair to the stereotyped people and in what ways can they be harmful?
3. The above exercise could be done as a written exercise, or students could divide into four groups each discussing one of the above questions or all four. After a predetermined time they would be expected to have reached answers that they all agreed on. Reassemble in a large group with a spokesman from each group reporting that group's conclusions.

UNIT TOPIC: STEREOTYPING OF THE ELDERLY IN ADOLESCENT LITERATURE

I. INTRODUCTION

The specific stereotyping of the elderly will be explored in depth in adolescent literature with help from films and a few songs.

II. OBJECTIVES

A. It is the purpose of this part of the course to make students aware of the aged stereotypes held by much of our society and how these stereotypes are often reflected in the literature they read in school and on their own.

B. Students will learn to recognize these stereotypes in literature.

C. It is also the purpose of this part of the course to acquaint students with literature that combats stereotyping of the elderly and presents them as three-dimensional individuals.

D. It is also the purpose of this part of the course to make students aware of the harm done to the large elderly segment of our population by the stereotyping done of it and the influence literature which perpetuates these stereotypes can have on the elderly, society's treatment of them and on young people's own ideas of how they should be have when they are old.

E. Students will also become aware of how literature can be used to combat and dispel these stereotypes of the elderly and help change the older person's view of himself, society's view of him and younger people's views of the aging process.

III. CONTENT, PROCEDURE, AND MATERIALS

A. Students and teacher should first decide on what age group is considered elderly.

B. Students can be introduced to the aged stereotypes by several means.

1. Have students answer yes, no, or uncertain to a list of commonly held aged stereotypes.

- a. Old people are less healthy than younger people.
- b. Old people are cranky and ill-tempered.
- c. Old people are unproductive and a drain on our society.
- d. Elderly people are permissive with their grandchildren and spoil them.
- e. Intelligence in old people deteriorates.
- f. Elderly people have no romantic interests or sex lives.
- g. Most old people live in old people's homes.

- h. Older people are busy bodies, especially women, always interfering in other people's business.
- i. Older people dislike young people and find them a nuisance.
- j. Elderly people are old-fashioned and set in their ways.

Above are ten commonly held stereotyped views about the elderly.

Following is a list of fifteen more. They may be substituted for any of the ten.

- a. Elderly people want to live with their children.
- b. They are constantly depressed and full of anxiety.
- c. The elderly are failures simply because they are old and are no longer productive.
- d. Old people should not live alone.
- e. The elderly need to have young people around to make them feel happy.
- f. They need less food.
- g. They fear death more than younger people.
- h. They should be discouraged from living in the past.
- i. They fear loneliness and isolation more than younger people.
- j. Old people are serene.
- k. They resent rejection and condescension more than younger people.
- l. They are more in need of help from others.
- m. The elderly live in the past and have lost interest in current things and in the future.

Have students discuss their reactions to the ten statements they were given.

2. Have students write ten things they believe to be true of elderly people but not of the rest of the population. A discussion should follow.
3. Use again or for the first time the "Turning Tables" section of the phonotape Prejudice and You. Have students make a list of the aged stereotypes presented in the tape and discuss their conclusions.
4. Have each student write on one side of ten cards what they think the appropriate activity of an older person would be. When they are finished they should have ten different activities listed, one on each card. Have them turn their cards over and write two or three sentences telling why they think each of these activities is appropriate for older persons. Discuss their conclusions and save the cards for a later activity.
5. Have each student fold a sheet of paper vertically and write elderly people at the top of the left-hand side and non-elderly or other people at the top of the right-hand side. Then have students list ten qualities they believe are true of younger people on the right-hand side. They might break up into groups of four or five and discuss their answers. After a certain length of time they would reassemble in a large group with each group reporting its conclusions, or a general discussion might follow after they had finished their written assignment.
6. Have students fold a sheet of paper in half vertically. Have them write elderly on the left-hand side and not elderly on the right-hand side. Read them five or more statements, each one describing a person. Have students write the number of the statements they think describe an elderly person on the left-hand side of their paper and the

number of the statements they think describe younger people on the right-hand side. Discuss their answers. Following are some sample statements.

- a. This person is always tired.
 - b. This person is attractive and considered one of the best-dressed people in town.
 - c. This person does fifty push-ups every night.
 - d. This person cannot keep a secret and gossips about everything.
 - e. This person takes long trips abroad every summer.
 - f. This person lives in a rundown apartment and has transportation available for getting to the doctor, the dentist, or to the grocery store.
7. The following is a list of films that would be valuable in acquainting students with aged stereotypes and problems of the elderly.
- a. Aging, (A Psychology Today Film)
 - b. Old Age: The Wasted Years, (NET, Indiana University)
 - c. Aging, (NET, University of Indiana)
 - d. Old Age: Out of Sight, (NET, Indiana University) This film might be too advanced for seventh and eighth graders. 59 minutes.
 - e. The Art of Age, (Leonard S. Berman, ACI) 26 minutes.

C. Following is a list of books and articles that might be used to reinforce the students' understanding of aged stereotyping and problems of the elderly. They might be used for outside reading assignments or excerpts from them might be used in the classroom.

1. Aging: An Album of People Growing Old, Shura Saul, Wiley, New York, 1974. A collection of vignettes written by and for elderly people to be used by teachers and students.

2. "Analysis of Letters to 'Dear Abby' Concerning Old Age," The Gerontologist, February 1975, 15: 47-51.
3. Add Years to Your Life and Life to Your Years, I. Gore, Stein and Day, 1974. Older people decline because they expect too little of themselves.
4. Chairman of the Bored, E. Streeter, Harper and Row, 1961. About the changes a business executive has to face when he retires.
5. Young Till We Die, Doris Jonas and David Jonas, New York: Coward McCann, 1973. Explores attitudes towards the elderly and their roles in several different cultures.
6. Aged and Aging: Curricula for Juveniles, United Church of Christ, Vermont Conference.
7. Understanding Aging, United Church Press, Philadelphia, 1974, 47 pages. A curriculum guide to help young people understand aging.
8. "What Is It Really Like to Be Old?" Perspectives on Aging, March-April 1975 pp. 2-20. A series of short articles on aging.
9. The Forgotten Society: 92 Drawings, Alan E. Cober, Dover Publications, New York, 1975. Line drawings by both young people and elderly who are institutionalized. Demonstrates art done by those who have been and feel rejected by society.

D. Students and teacher should now compile a list of what they feel are the commonly held stereotypes. The students will use this list in evaluating the literature they will be reading, the films they may see and in doing any additional exercises or activities.

E. Following is a list of articles and books which the teacher might check on the stereotyping of the aged.

1. "Personality Stereotyping of Aging," B. Aaronson, Journal of Gerontology, 1966 21: 458-462.
2. "Beliefs About Old People and People in General," Journal of Genetic Psychology, 1962, 100:3-21.
3. "The Concept of Old: Changing Attitudes and Stereotypes," Mildred Sletzer and Robert Atchley, The Gerontologist, 1971, 11: 226-230.
4. "Growing Old Is Not the Same as Being Old," Betty Hoffman, Woman's Day, September 1974, 150: 50-52.

3. Have students discuss the aged stereotypes that they find in each story, or they might do some of the following activities:
 - a. Have them write a short paragraph about each stereotyped elderly person explaining how the author stereotyped him or how the character was treated as a stereotyped old person by others.
 - b. For the latter type of story have them write a short paragraph on how the older person's being treated as a stereotype was harmful to him.
 - c. Have them choose one short story and rewrite or write a similar story in which the old person is not a stereotype.
 - d. Present the students with the names of five or so of the stereotyped elderly from the stories they have read. Have them write one or two changes the author could have made in describing and presenting the character that would have made him seem more of an individual.
4. Students read and examine at least one novel that contains aged stereotyping. The teacher may know of some good choices. Following are a list of some novels that treat the elderly in stereotyped ways or show the elderly treated that way by relatives or society.
 - a. The Diary of an Old Man, C. Bermant, Chapman and Hall, London, 1966.
 - b. They, M. Mannes, Doubleday, 1968.
 - c. Witch of Blackboard Pond, Elizabeth Spears, Houghton, 1968.
 - d. The Pigman, Paul Zindel, Dell Publishing Company, Inc.
 - e. A Paper Dragon, M. D. Moskin, Day 1968.
 - f. Windmill Summer, Hila Feil, Harper, 1972.
 - g. The Witch's Brat, Rosemary Sutcliff, Walck, Inc., 1970.

- h. Soul of a Robot, Barrington J. Bayley, Doubleday.
- i. Baba Yaga, Ernest Small, Houghton Mifflin, 1966.
- j. The Alien Light, J. Crichton Smith, Houghton Mifflin, 1969.
- k. As We Are Now, M. Sarton, Norton, 1973.
- l. The Golovlys, M. Saltykov-Shchedrin, 1961.
- m. The Red Pony, John Steinbeck, The Viking Press, Inc. (the middle section of the novel)
- n. Grandma Didn't Wave Back, Rose Blue, Watts, 1972.

Activities following the reading of the novels should follow the same format as those used for the short stories.

- 5. Following is a list of plays that deal with stereotyping of elderly.
 - a. The American Dream, Edward Albee, 1961. (This might be too difficult for seventh and eighth graders.)
 - b. I Never Sang for My Father, Robert Anderson, 1968.
 - c. Ceremonies in Dark Old Men, Lonne Elder, III, 1960.
 - d. The Chairs in Four Plays, Eugene Ionesco, 1958. (Might be too difficult for some seventh and eighth graders.)
 - e. The Effect of Gamma Rays on Man-in-the-Moon-Marigolds, Paul Zindel, 1971.
- 6. Some films that deal with aged stereotyping are listed below.
 - a. Peege, Producer: Kleiser-Knapp Productions, Distributor: Phoenix Films, Inc. 28 minutes.
 - b. When Parents Grow Old, Producer and Distributor: Learning Corporation of America. 20 minutes.
 - c. Paul Tomkowicz, Producer and Distributor: National Film Board of Canada. 10 minutes.
 - d. Taking Care of Mother Baldwin, Producer: Victor Nunez, Distributor: Prespective Films. 20 minutes.
 - e. When Parents Grow Old, Learning Corporation of America, 1972. 15 minutes.

2. Have the students read the short stories from their anthologies that contain stereotyping of the aged. Following is a list of some short stories that contain stereotyping of the aged.

- a. "The Wise Old Woman," The Sea of Gold and Other Tales from Japan, adapted by Yoshiko Uchida. Charles Scribner's Sons, 1965. The tale deals with the treatment of the elderly in Japan.
- b. "Ashes," The Devil's Storybook, Natalie Babbitt, Farrar, Straus and Giroux, 1974.
- c. "Nancy," The Moment Before the Rain, Elizabeth Enright, Harcourt Brace and World, Inc. and A. M. Heath and Company, Ltd. Stereotyping of Nancy's grandparents and of the "Gramma" in the poor family.
- d. "Rip Van Winkle," Washington Irving. After Rip's return there is stereotyping of elderly people.
- e. "The End," Stories and Texts for Nothing, 1967, Samuel Beckett.
- f. "The Old Man and the Last Ambush," The Plainsmen, Jack Schaefer. Houghton Mifflin Company. Old man is treated by others in a stereotyped manner and begins to behave in some ways like the elderly are expected to behave.
- g. "Leaving the Yellow House," Mosby's Memoirs and Other Stories, Saul Bellow, 1968.
- h. "The Gentleman from San Francisco," The Gentleman from San Francisco. Ivan Bunin, 1923.
- i. "A Dull Story: From the Notebook of an Old Man," Ward Six and Other Stories, Anton Chekhov, 1965.
- j. "Dr. Heidegger's Experiment," Twice-Told Tales, Nathaniel Hawthorne, 1911.
- k. "Old Esther Dudley," Twice-Told Tales, Nathaniel Hawthorne, 1911.
- l. "The Manager," The Hat on the Bed, John O'Hara, 1963.
- m. "A Visit of Charity," Selected Stories, Eudora Welty, 1954.
- n. "Why the Woodpecker Has a Long Beak," Roumanian Bird and Beast Stories, D. Moses Gaster, The Folklore Society.

5. "The Myths of Old Age and the Myths of the Young," contains three articles: "Stereotypes of the Ages," Beth B. Hess; "Old Age in Prime Time," Craign Arnoff; "Communication Activity Substitutions in Aging," Graney and Graney. Journal of Communications, Autumn 1974, 24(4): 74-112.
6. "Aging and I.Q.: The Myths of the Twilight Years," P. B. Baltes and K. W. Schale. Psychology Today, March 1974, pp. 35-40.
7. "Special Report: Gerontologist Calls for New Understanding of Seniors' Concerns," W. Vasey. Retirement Living, March 1975, p. 12.
8. "Plain Facts About Aging: Views of B. Strehler," A. J. Snider, Science Digest, November 1974, pp. 46-47.
9. "TV's Image of Older Americans: Is Your Opinion Worth 10¢?" R. Hemming, Retirement Living, September 1975, p. 60.

BOOKS:

1. The Myth of the Golden Years, Jaber F. Gubrium, Charles C. Thomas Publisher, 1973.
 2. Aging in American Society: An Examination of Concepts and Issues, Ann Arbor, Michigan, The University of Michigan-Wayne State University Institute of Gerontology, 1975. An overview of major concepts of aging.
 3. Why Survive? Being Old in America, Robert Butler, Harper and Row, 1975. Contains material on the aged ideas in our society.
 4. Don't Give Up on an Aging Parent, Lawrence Galton, Crown, New York, 1975. Explores myths about diseases of the elderly.
- F. Have students begin reading and examining literature for aged stereotypes.
1. First have students look through their seventh or eighth grade anthologies for stories having elderly characters. Have them list the titles of all the stories that have elderly characters. Have a discussion about the number of stories with older people in them as opposed to the total number of stories in their anthologies. If they have not found very many stories with older characters included in their anthologies have them discuss why they think this has happened.

G. Students should now read and explore literature that depicts the elderly in non-stereotyped ways and in which they are treated as worthwhile individuals by their families and friends.

The teacher can pick appropriate short stories from their anthologies. Following is a list of some short stories that present the elderly as individuals and/or in which they are treated that way by others.

1. "A Time of Greatness," The Hanging Tree, Dorothy Johnson, Ballantine Books.
2. "The Beginning of Wisdom," Rachel Field, Reprinted and abridged by permission of Curtis Brown, Ltd.
3. "The Old Demon," Today and Forever, Pearl S. Buck, Harold Ober Associates, Inc.
4. "Counting Coup on a Wounded Buffalo," American: The Life of a Great Indian, Frank B. Linderman, The John Day Company, Inc.
5. "Scars of Honor," Indian Country, Dorothy Johnson, Ballantine Books. The old Indian is treated badly in the beginning, but is later appreciated for his wisdom and knowledge of the old ways.
6. "Old Man Warner," Harvest of Stories, Dorothy Canfield, 1957.
7. "Neighbor Rosicky," Obscure Destinies, Willa Cather, 1930.
8. "Rayday of the Blood," Harvest of Stories, Dorothy Canfield, 1957.
9. "Another April," This Is My Best, Jesse Stuart, 1942.
10. Any of the four short stories in the book One Basket, Edna Ferber, 1947.

Students should discuss the roles of the elderly in each short story.

1. Give them the names of five elderly characters from the stories they read. Have them write five or so ways in which these characters were not depicted as stereotypes.
2. For the stories in which the elderly were treated as individuals have them write a short paragraph or so on how this made these old people feel happier and more worthwhile.

H. Students should also read at least one novel that presents the elderly as non-stereotyped individuals and in which they are treated in a like manner by others. The teacher may know of some novels of this kind and assign them to the class. Following are some suggested novels.

1. The Golden Touch, Annabel and Edgar Johnson, Harper, 1963.
2. Place and Time, Barbara Schoen, Crowell, 1967.
3. Trouble River, Betsy Byars, Viking Press, 1969.
4. High Elk's Treasure, Virginia Driving Hawk Sneve, Holiday House, 1973.
5. The Unmaking of Rabbit, Constance Greene, Viking Press, 1972.
6. J. T., Jane Wagner, Dell Yearling Press.
7. Old Ramon, Jack Schaefer, Houghton Mifflin, 1960.
8. A Year in the Life of Rosie Bernard, Barbara Brenner, Harper and Row, 1971.
9. The Small Woman, Alan Burgess, Dutton, 1957.
10. The Starveling, Nina Warner Hooke, Day 1968.
11. The Mystery of Mound Key, Robert Burgess, World, 1966.
12. The Dream Watcher, Barbara Wersba, Antheneum, 1968.
13. Our Miss Meigs, E. Corbett, Lipincott, 1954.
14. Not a Cloud in the Sky, J. Lawrence, Harcourt, 1964.
15. Mrs. Parkington, L. Broomfield, Harper and Row, 1943.

After the novel or novels are read the roll of the elderly in them should be discussed. Similar activities can be done for the novels as for the short stories, or the students could have chosen the novel each of them wanted to read and then report to the class the role of the elderly person or persons in his novel.

I. Following is a short list of movies showing the elderly as individuals.

1. Antonio, Producer: National Board of Canada, Distributor: McGraw Hill Text Films.
2. Imogene Cunningham, Photographer, Producer: American Film Institute, Distributor: Time Life Films, Inc.

(The above are available from the Akron Public Library.)

3. A Storm of Strangers, ACI Films, 1970. 27 minutes.

4. Tomorrow Again, Pyramid, 1972. 16 minutes.

(The above two films are available from the Audio Visual Department of the Akron Public School System)

J. Additional Activities. Following is a list of activities that can be used along with the students reading of literature on the aged.

1. Use of the song "Hello in There" by John Prince recorded by Joan Baez and Bette Midler. A dreary picture of aging. Use of the record "A Daisy a Day" recorded by Jed Strunk. Presents a sympathetic picture of aging.
2. Have students watch television programs for a week or so and see how many of them have elderly people in them. Have them list the programs that do and write beside the name of each one, the name or names of the elderly persons and if they think they are being stereotyped. They should present their lists to the class and be able to defend their decisions as to whether or not they think the characters are being stereotyped.
3. Have students watch television commercials and see which ones use elderly people. Have them list the commercials using elderly people. After each commercial listed, have them write if they think the elderly person was stereotyped. They should be able to defend their answers. They might also see if there is any pattern in the kinds of commercials that use the elderly.
4. Have them do a similar kind of exercise with magazine advertisements and articles.

5. Have students check magazines and newspapers for articles about elderly people who are still leading productive lives. They might collect as many articles as they can find or a set number and keep a notebook on them, or they might report their findings to the class as they discover articles about productive elderly people.
6. Present the students with a list of elderly people who are living full productive lives. Have each student choose one to research in the library. Each student should then turn in a written report on the life of one of these people stressing their achievements as elderly persons.
7. A week might be planned in which active elderly people from the community would be honored. Pictures and short articles about them might be put on display in the school showcases. If some were artists or craftsmen examples of their work might also be displayed.
8. Elderly people from the community might be brought in to speak to the classes about aging, about living full active lives as aged people.
9. Have students prepare posters or bulletin boards combating aged stereotypes, or have them write slogans or poems doing the same.
10. Have students take a field trip to a home for the elderly, or take a field trip to businesses run by the elderly. Some homes for the aged have craft shops in them that are open to the public.

V. EVALUATION

Spend the last few days of the unit evaluating the students on their mastery and understanding of the concepts presented during the course. Following is a list of ways this evaluation might be done.

A. Present the students with a list of five or more characters from the literature they have read, or from the films. Ask them to identify the ones that were stereotypes. Have them identify which stereotype the character represented, and have them write three or four sentences telling why they think a particular character was a stereotype.

B. Present them with the names of five or more characters who were treated in stereotyped ways by others. Ask them to write four or five sentences explaining how this made these character's lives unhappy.

C. Present them with names of five or more non-stereotyped characters and ask them to explain why these were not portrayals of stereotypes.

D. Have them each write a definition of a stereotype and list five common stereotypes. Beside each describe a character from their literature or a film that was an example of that stereotype.

E. Have them each write ten commonly held stereotypes of the elderly. Beside five of these have them describe a character from their reading or from a film that matched that stereotype at least in part.

F. Have them list ten ways in which our society's stereotyped views of the elderly have been harmful to the elderly.

G. Have them write a paragraph on how literature can be used to fight against aged stereotypes.

H. Have them write ten ways in which they think everybody, old, young, middle aged, would benefit if the elderly were not viewed in stereotyped ways and were considered productive members of the society.

I. Have them take out or give back to them the cards they wrote earlier in the course. Have them read over the things they wrote expressing what they then believed were appropriate ways for the elderly to behave. Have them check the ones

they no longer agree with and write on the back why they no longer agree.

J. Present them with a copy of the poem "The Old Woman Who Lived in a Shoe" by Joyce Johnson from Free to Be You and Me and ask them to write or discuss what they think it means.

K. Have them write a paper on what they expect to be doing when they are old and what they expect to be like. They might add a drawing of what they would expect themselves to look like then.

L. Have them write ten "I learned. . ." sentences on what they have learned about being old that they had not known or thought about.

M. Have them write as many "I was mistaken in thinking the elderly were. . ." statements as they can think of. They should have at least five.

N. Have them write as many "the attitudes towards the elderly might be changed if. . ." statements as they can think of. They should have at least five.

O. Have them write as many "the conditions of the elderly could be changed if. . ." statements as they can think of. They should have at least five.

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